

Delmae Elementary

1211 S. Cashua Dr.
Florence, SC 29501

Grades	K-4 Elementary School	
Enrollment	678 Students	
Principal	Roy Ann Jolley	(843)664-8448
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	44	38	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004	Good	Average	No
2005	Average	Below Average	Yes

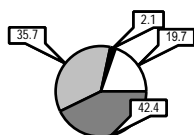
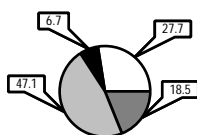
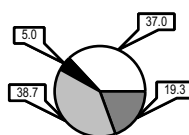
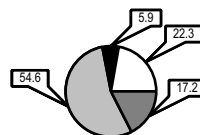
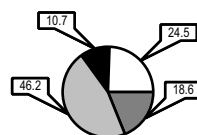
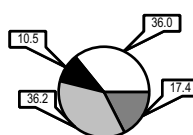
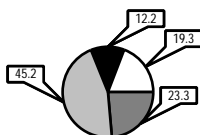
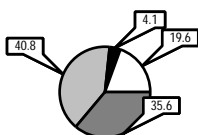
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	257	99.6	19.4	35.9	42.6	2.1	53.6	Yes	Yes
Gender									
Male	138	99.3	23.6	37.8	37.0	1.6	44.9		
Female	119	100.0	14.5	33.6	49.1	2.7	63.6		
Racial/Ethnic Group									
White	130	100.0	8.8	36.8	50.4	4.0	62.4	Yes	Yes
African American	110	99.1	35.1	33.0	32.0	0.0	38.1	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	207	99.5	10.1	35.6	51.6	2.7	63.3		
Disabled	50	100.0	55.1	36.7	8.2	0.0	16.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	257	99.6	19.4	35.9	42.6	2.1	53.6		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	251	99.6	19.3	35.6	42.9	2.1	53.6		
Socio-Economic Status									
Subsidized meals	125	99.2	30.0	33.6	35.5	0.9	42.7	Yes	Yes
Full-pay meals	132	100.0	10.2	37.8	48.8	3.1	63.0		

Mathematics – State Performance Objective = 36.7%									
All Students	257	99.2	27.4	47.3	18.6	6.8	38.8	Yes	Yes
Gender									
Male	138	100.0	28.1	42.2	20.3	9.4	42.2		
Female	119	98.3	26.6	53.2	16.5	3.7	34.9		
Racial/Ethnic Group									
White	130	99.2	16.0	51.2	25.6	7.2	50.4	Yes	Yes
African American	110	99.1	45.4	44.3	7.2	3.1	17.5	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	207	99.0	18.6	51.1	21.8	8.5	46.8		
Disabled	50	100.0	61.2	32.7	6.1	0.0	8.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	257	99.2	27.4	47.3	18.6	6.8	38.8		
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	251	99.6	27.5	47.6	18.5	6.4	38.6		
Socio-Economic Status									
Subsidized meals	125	98.4	41.8	40.9	15.5	1.8	25.5	Yes	Yes
Full-pay meals	132	100.0	15.0	52.8	21.3	11.0	50.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	257	100.0	37.0	38.7	19.3	5.0	24.4
Gender							
Male	138	100.0	35.2	31.3	25.8	7.8	33.6
Female	119	100.0	39.1	47.3	11.8	1.8	13.6
Racial/Ethnic Group							
White	130	100.0	23.2	41.6	27.2	8.0	35.2
African American	110	100.0	58.2	34.7	7.1	0.0	7.1
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	207	100.0	28.0	42.3	23.3	6.3	29.6
Disabled	50	100.0	71.4	24.5	4.1	0.0	4.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	257	100.0	37.0	38.7	19.3	5.0	24.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	251	100.0	37.2	38.5	19.2	5.1	24.4
Socio-Economic Status							
Subsidized meals	125	100.0	50.5	36.9	8.1	4.5	12.6
Full-pay meals	132	100.0	25.2	40.2	29.1	5.5	34.6

Social Studies							
All Students	257	100.0	22.3	54.6	17.2	5.9	23.1
Gender							
Male	138	100.0	26.6	43.0	20.3	10.2	30.5
Female	119	100.0	17.3	68.2	13.6	0.9	14.5
Racial/Ethnic Group							
White	130	100.0	12.0	57.6	25.6	4.8	30.4
African American	110	100.0	37.8	52.0	8.2	2.0	10.2
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	207	100.0	12.7	60.8	19.0	7.4	26.5
Disabled	50	100.0	59.2	30.6	10.2	0.0	10.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	257	100.0	22.3	54.6	17.2	5.9	23.1
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	251	100.0	22.2	54.7	17.5	5.6	23.1
Socio-Economic Status							
Subsidized meals	125	100.0	34.2	51.4	13.5	0.9	14.4
Full-pay meals	132	100.0	11.8	57.5	20.5	10.2	30.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	119	98.3	15.2	33.0	49.1	2.7	51.8
	4	129	100.0	17.3	43.3	35.4	3.9	39.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	132	99.2	13.9	24.6	57.4	4.1	61.5
	4	125	100.0	25.2	47.8	27.0	0.0	27.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	119	100.0	31.6	54.4	9.6	4.4	14.0
	4	129	100.0	22.8	45.7	18.9	12.6	31.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	132	99.2	29.5	54.1	11.5	4.9	16.4
	4	125	99.2	25.2	40.0	26.1	8.7	34.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	132	100.0	31.7	39.0	26.0	3.3	29.3
	4	125	100.0	42.6	38.3	12.2	7.0	19.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	132	100.0	28.5	52.8	16.3	2.4	18.7
	4	125	100.0	15.7	56.5	18.3	9.6	27.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 678)				
First graders who attended full-day kindergarten	67.7%	Down from 91.8%	100.0%	100.0%
Retention rate	3.9%	Up from 3.6%	3.0%	3.0%
Attendance rate	96.2%	Up from 95.7%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%	Down from 6.5%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 6.5%	3.5%	3.2%
Eligible for gifted and talented	11.0%	Down from 14.3%	14.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 7.5%	9.0%	8.2%
Older than usual for grade	0.6%	Down from 2.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	38.6%	Down from 39.5%	53.3%	52.6%
Continuing contract teachers	81.8%	Up from 79.1%	86.3%	83.3%
Highly qualified teachers	82.9%	Down from 96.2%	92.7%	93.5%
Teachers with emergency or provisional certificates	5.9%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	83.8%	Up from 77.3%	88.2%	87.0%
Teacher attendance rate	97.5%	Up from 96.6%	95.1%	95.0%
Average teacher salary	\$38,068	Up 2.5%	\$41,705	\$41,703
Prof. development days/teacher	8.4 days	Up from 6.3 days	13.0 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.5 to 1	18.8 to 1	18.8 to 1
Prime instructional time	92.7%	Up from 91.2%	89.8%	89.8%
Dollars spent per pupil*	\$7,276	Up 51.8%	\$6,109	\$6,242
Percent of expenditures for teacher salaries*	71.0%	Up from 70.9%	66.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Up from 92.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Delmae Heights Elementary School prides itself on being a school where "Kids and Character Count!" Our staff strives for academic excellence for all students through a program of instructional excellence. This program includes both staff development and classroom instruction in the areas of ELA, Math, Science, Social Studies and the related arts. In addition to our primary curriculum our students are involved in enrichment opportunities in our science, technology and writing labs which are all taught by certified teachers. Other enrichment programs are offered in our media center, resource classes and in both our before and after-school extended day programs.

Major emphasis on early intervention in K-2 continues with Differentiated Instruction, Reading Recovery, Literacy Collaborative with Lesley University, portfolio assessments and standards based instruction. Team collaboration and teaching enhance instruction in all classes K-4.

We are extremely proud of the grants that we have received to further enrich our curriculum and instructional program. We are the recipients of both an Arts in Education and Literacy Collaborative Grant. Several individual staff members were recipients of grants from our own APT and the PDIRA.

Our efforts towards continuous improvement are evident in the ratings on our school report card where we received an overall rating of Good, improvement rating of Average and met 16 of the 17 objectives for Annual Yearly Progress.

Character truly does count at Delmae! Our school-wide character emphasis includes a school-wide Character Education Program, Character Counts Spotlights, Be Cool, Terrific Kids Program, Principal's Pals Recognition, Terrific Tuesday and Thoughtful Thursday Days and RIDDE (Rotarians in Drug Deterrence Education). Service projects are a major part of our program. Throughout the year students engage in these projects to include Harvest Hope Food Drive, Pennies for patients, Jump Rope for Heart and Operation Christmas Child.

Parent and community partnerships are another important aspect of our school. Our SIC and APT parent groups continue to be a major part of our school-wide successes. There volunteer programs and activities help to support the educational, recreational, and financial programs of our school.

All of these things - instruction, extracurricular activities, enrichment programs, parent and community involvement, and character education - continue to educate the head, the heart and the hands of our students - while making Delmae a "Great Place to Learn!"

Roy Ann Jolley, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	115	54
Percent satisfied with learning environment	100.0%	87.5%	83.3%
Percent satisfied with social and physical environment	100.0%	82.6%	86.8%
Percent satisfied with school-home relations	100.0%	89.6%	74.1%

*Only students at the highest elementary school grade level at this school and their parents were included.